

↻ Seminar Series on ↻ Work-Integrated Education

Profession-based degree programmes are increasingly required to meet the outcomes expected from three parties: the university; the registering body; and the professional workplace.

While some of these requirements may be the same or similar, there are also many differences. This presentation will focus on measures taken to ensure the aligning of learning outcomes of a radiography programme that is academically sound and is meeting professional requirements.

Seminar 6

Aligning Generic Learning Outcomes, Assessments and Curriculum for Work-based Learning

Date: 28-Nov (Wed)

Time: 12:30 - 2:00 p.m.

Venue: TU 616

*Body, Mind,
Development,
Career*

Facilitators:

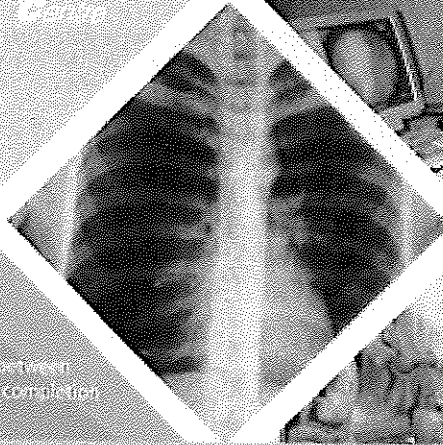
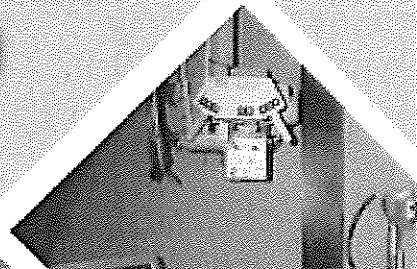
Dr Janice McKay

Director, Discipline of Medical Imaging
Department of Imaging and Applied Physics
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Department of Medicine (Medical)
Keele University

*This seminar is one of the series of WIE seminars organized between May and December 2007. A certificate will be awarded upon completion of four or more of the seminars in the series.



Aligning generic learning outcomes, assessment and curriculum for work-based learning

Dr Jan McKay
Department of Imaging and Applied Physics
Curtin University of Technology

In the beginning

- Strategic Development 1.1
 - Determining student generic abilities
 - Reviewing programme learning outcomes
 - Review of teaching, learning and assessment processes

Support from learning and teaching projects

- Peer tutoring project
 - Supported additional skill based learning for students
 - Provided opportunities for taking responsibility by tutors
 - Each student group experienced two periods of being a tutee; two periods of being a tutor
 - Outcomes assessment indicated greater benefit was gained by tutors

Support from learning and teaching projects

- Curriculum Alignment
 - Reviewed manner in which technology subjects were being taught
 - Two traditional subject areas merged into one
 - Supported significant changes taking place in the workplace: analogue to digital imaging formats

Support from learning and teaching projects

- Enhancing applied and lifelong learning
 - Radiography project
 - Required graduate competencies
 - Affective, cognitive and psychomotor domains
 - Clinical community: public, private, all grades, recent graduates, final year students

University Curriculum Review

- Constructive Alignment
- Curriculum mapping
- Review of programme outcomes according to established competency outcomes
- Required programme changes
 - Amalgamation of professional subjects
 - Introduction of case-based learning

Case-based learning

- Provided means of further extending student generic abilities
- Firmly establishes applied learning
- Case-based learning supported by APRIL

Programme Outcomes: three masters

- Academic accreditation
- Fitness for practice
- Fitness for purpose

All may have similar outcomes but differences can also exist

E-Portfolio to ensure learning outcomes

- Required graduate competencies divided into those achievable within year groups
- Student responsible for content
- Importantly includes the need to reflect on how evidence uploaded supports meeting the competence
- Academic staff can monitor student progress along length of programme

Electronic Portfolio (ePortfolio) System: Build Portfolio

Student Name: [Name] [Surname] [Initials] [Middle Name] [Suffix]

Year of Study: [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100]

Competence Category: [A. General Competency] [B. Specific Competency] [C. Professional Competency] [D. Personal Competency] [E. Other Competency]

Portfolio Covering Letter (Reflection of Overall Competence Development) ⑦

Competence	Criteria	Reflect	Upload Evidence
A. General Competency ⑦	Should be able to undertake the following tasks: 1. Develop and deliver projects ⑧	1	1
	Should be able to undertake the following tasks as part of the curriculum: 2. Assess and evaluate projects ⑨	2	2

Notes: ⑦: This is a reflection of the overall competence development. ⑧: This is a reflection of the specific competence development. ⑨: This is a reflection of the professional competence development.

Electronic Portfolio (ePortfolio) System: View Portfolio Form

Guest Student No. 2's Portfolio

Portfolio: [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100]

Competence Category: [A. General Competency] [B. Specific Competency] [C. Professional Competency] [D. Personal Competency] [E. Other Competency]

Overall: Outstanding Progress

Portfolio Covering Letter (Reflection of Overall Competence Development)

Competence	Reflection	Evidence	Grade	Comments
A. General Competency ⑦	Should be able to undertake the following tasks: 1. Develop and deliver projects ⑧	1	10	
	Should be able to undertake the following tasks as part of the curriculum: 2. Assess and evaluate projects ⑨	2	10	

Notes: ⑦: This is a reflection of the overall competence development. ⑧: This is a reflection of the specific competence development. ⑨: This is a reflection of the professional competence development.

- Peer Tutoring Project. PI Dr. Patrick Lai EDC
- Constructive Alignment. PI. Dr. Catherine Tang / Dr. Angela Ho
- Enhancing Applied and Life Long Learning. Dr. Jan McKay / Dr. Peter White
- APRIL. PI. Dr. Peter White
- E- Portfolio. Dr. Curtise K.C. Ng

Outcomes in Contemporary Higher Education

The Hong Kong Polytechnic
University, November 28, 2007

Dr. Jonas Nordquist

Director Medical Case Centre, Karolinska Institutet,
Sweden
Harvard-Macy Scholar in Medical Education, Harvard
Medical School, USA
WHO Expert in Medical Education

The Bologna Process: European Higher Education 1997

- Action 1 – Adoption of a system of easily readable and comparable degrees
- Action 2 – Adoption of a system essentially based on two cycles including qualification frameworks
- Action 3 – Establishment of a system of credits
- Action 4 – Promotion of mobility
- Action 5 – Promotion of a European cooperation in quality assurance
- Action 6 – Promotion of the European dimension in higher education

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Cont.

- Action 7 – Lifelong learning
- Action 8 – Higher education institutions and students
- Action 9 – Promoting the attractiveness of the European Higher Education Area
- Action 10 – Doctoral studies and the synergy between the European Higher Education Area (EHEA) and the European Research Area (ERA)

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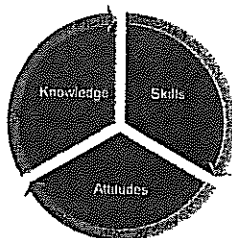
The Copenhagen Process 2002

- Vocational education and training (VET)
- Transparency of competences and qualifications
- Credit system
- Common criteria and principles for quality in VET
- Common principles for the validation of non-formal and informal learning

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What is Competence:



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EXIT

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Post-Graduate Medical Education: Registrar Training

- 12 Medical Competencies
- 3 Generic: Leadership, Communication, Scientific Method

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Overloaded curricula?

- Core Competency for Public Health in Canada:
 - Public health sciences (5)
 - Assessment and analysis (5)
 - Policy and program planning, implementation and evaluation (8)
 - Partnership, collaboration and advocacy (4)
 - Diversity and Inclusiveness (3)
 - Communication (4)
 - Leadership (5)
 - ≈ 36 CORE COMPETENCIES

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Sex and reproductive health for primary care: WHO Curriculum

- Family planning (contraceptions, infertility, abortion)
- STI (hiv/aids, RTI)
- Perinatal care (ante, delivery, post-partum, mother / infant mortality)

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Outcomes?

- Overload?
- Alignment?
- Generic dimensions
- Prevalence

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